Impact of Massive Open Online Courses (MOOCs) on Higher Education: Opportunities or Threat
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INTRODUCTION

• The Massive Open Online Course (MOOC) movement is playing a pivotal role in transforming the higher education.
• As more initiatives are launched, millions of people around the world continue to participate in MOOCs through a small but growing diversity of courses and platforms.
• MOOC continue to attract a high level of interest from reputed educational institutions, senior politicians, policy-makers and popular media houses.
• MOOC has potential to address the problem of meeting increasing demand for higher education, particularly in developing countries where it is almost impossible to build enough traditional institutions to cope with the number of prospective students.
Review of Literature

- MOOC is an online course that engages students in the learning process, offers a way for students to connect and collaborate, and provides a platform where course materials are shared and negotiated among participants.

- MOOCs also emphasize participant autonomy, creating a broad form of legitimate peripheral participation where individuals negotiate their own level of engagement (McAuley et. al., 2010).

- MOOCs were designed to be tuition-free, openly accessible courses that did not generally incorporate or grading (Levy, 2011).
Significance of the study

- The study aims to provide authentic information for parents, educators and policy makers to reflect upon various factors that help the MOOCs to be a successful tool to educate millions of learners.
- This study will also be significant as the findings stimulate the awareness on the importance of MOOCs and strategies that would reduce negative effects of MOOCs on learning environment.
- The findings of this study will also be useful to understand the opportunities and threats in relation to MOOCs.
- Further it will also act as a reference point to other interested scholars in this area of research.
Research Design

- In this research, quantitative methodology has been used to collect and analyze the data obtained from all the respondents.


- The various sections of the questionnaire included-
  (a) Personal Details,
  (b) Experience with MOOC for Teaching,
  (c) MOOC access for teaching,
  (d) Opportunities for teachers for MOOC use,
  (e) Threats of using MOOC in teaching and learning,
  (f) Teachers’ opinion about MOOCs use and impact on students’ learning outcome.
Data Collection Procedures

- To identify degree teachers’ perceptions in the main opportunities of the MOOC movement for higher education in India.
- To identify degree teachers’ perceptions in the main threats of the MOOC movement for higher education in India.
- The questionnaire equally distributed to 450 teacher educators identified for the study, each 225 from both the cities colleges, Bengaluru and Ranchi.
- 300 questionnaires were used by the researchers for data analysis of which 150 male and 150 female educators participated.
- The researchers used descriptive analysis to analyze the mean and standard deviation. Inferential statistics (t-test) has also used to analyze the research findings.
Hypothesis Testing

- **H0:** There is no relationship between gender and the use of MOOC to support teaching and learning in the classroom.
- **H1:** There is a relationship between gender and the use of MOOC to support teaching and learning in the classroom.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>150</td>
<td>2.08</td>
<td>.997</td>
<td>.199</td>
</tr>
<tr>
<td>Female</td>
<td>150</td>
<td>2.04</td>
<td>.992</td>
<td>.115</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene's Sig.</td>
<td>t</td>
</tr>
<tr>
<td>Equal variances Assumed</td>
<td>.055</td>
</tr>
<tr>
<td>Equal variances not Assumed</td>
<td>.174</td>
</tr>
</tbody>
</table>
The result shows in independent t-test means, that the use of MOOCs in teaching and learning in the classroom of the male (M=2.08, SD=.997) is higher than the use of MOOCs in teaching and learning in the classroom learning of the female (M=2.04, SD=.992) is insignificant, $t=.174$, d.f.=98,$p=.0005$,

Since the $p<.05$ so the null hypothesis is rejected and alternate hypothesis is accepted.

The means of two groups are significantly different from each other.

Thus, the data provide sufficient evidence to conclude that the use of MOOCs in teaching and learning in the classroom by males are higher than among the females.
Conclusion

- Massive open online courses (MOOCs) are one of the most prominent trends in higher education in recent years.
- MOOCs bring new opportunities for innovation in higher education that will allow institutions and academics to explore new online learning models and innovative practices in teaching and learning.
- MOOCs become the latest trend in the field of distance education which indicates a significant need of research studies to reduce the threat related on it.
References


Thank you!